Student Protection in Anglican Schools

Procedures (v1.2)

Table of Contents

Table of Contents **2**
1 Introduction **4**
1.1 Guiding principles 4
1.2 Additional resources 4
1.3 Seeking assistance 4
1.4 Responsibilities of governing bodies 5
2 Student Protection Officers **6**
3 Student protection concerns held by students and parents **6**
4 Discussing student protection concerns before taking further action **6**
5 Reporting suspected abuse and neglect to Child Safety **7**
5.1 When to report to Child Safety 7
5.2 What is a reasonable suspicion 7
5.3 Responsibilities when reporting to Child Safety 8
6 Action when a report to Child Safety is not required **9**
6.1 Responsibilities when a report to Child Safety is not required 9
7 Reporting sexual abuse or likely sexual abuse to the police **10**
7.1 When to report to the police 10
7.2 Responsibilities when reporting sexual abuse or likely sexual abuse to the police 10
8 Voluntary reports to Child Safety and police **11**
9 Protections for reporters under the law **11**
9.1 Confidentiality of notifier details 11
9.2 Protection from liability 12
10 Actions NOT to be taken by school staff **12**
10.1 Investigating concerns 12
10.2 Taking photographs of a student's injuries 12
11 Reporting inappropriate behaviour **13**
11.1 When to report inappropriate behaviour by a staff member or volunteer 13
11.2 Responsibilities when reporting inappropriate behaviour by a staff member/volunteer 13
11.3 When to report inappropriate behaviour by the Principal 13
11.4 Responsibilities when reporting inappropriate behaviour by the Principal 14
11.5 Noting a staff member or volunteer's concerning behaviour 14
12 Reporting forms and resources **14**
13 Responding to student sexualised behaviours and sexual relationships **15**
14 Responding to other forms of harm to students **15**
15 Responding to concerns for a student 18 years of age or older **15**
16 Referring students and families for support **16**
16.1 Responsibilities when referring students and families without consent (Principal only) 16
16.2 Responsibilities when referring students and families with consent 16
17 Referral forms and resources **16**
18 Supporting individuals affected by student protection matters **17**
18.1 Supporting students 17
18.2 Responsibilities when supporting any individuals affected by student protection concerns 17
19 Information sharing and confidentiality **17**

19.1 Confidentiality of student protection information 17
19.2 Information sharing permitted under the CPA 17
20 Raising awareness of student protection processes and procedures 18
21 Implementing preventative strategies 18
22 Recruitment, selection, screening and management of staff and volunteers 18
23 Student protection training 19
23.1 Student protection training responsibilities 19
24 Records management 20
24.1 Why student protection records are important 20
24.2 Documenting student protection matters 20
24.3 Using reporting and referral forms 20
24.4 Storing student protection records 21
24.5 Requests to access or have copies of student protection records 21
Appendix 1 Abbreviations, definitions and key terms 22
Appendix 2 Additional resources 25
Appendix 3 Reporting to the Queensland College of Teachers 26
Appendix 4 Abuse prevention education 27
Effective programs 27
Child Safety Curriculum 27
Appendix 5 Student Protection Officers poster 28

This procedures document was published by the Anglican Schools Commission in **May 2018 as version 1.2**.

Should additional information, material or assistance be required please contact:
Student Protection Support Officer, Anglican Schools Commission
Email: ascstudentprotection@anglicanchurchsq.org.au
Church House, 417 Ann Street, Brisbane QLD 4000 or GPO Box 421, Brisbane QLD 4001
Diocese of Brisbane (The Corporation of the Synod of the Diocese of Brisbane)
ABN 32 025 287 73

1 Introduction

Most children grow up in loving families that care for and nurture them and help them develop into healthy young adults. However, for a small proportion of children, this is not their experience. These children grow up in families that face significant social, emotional and/or financial issues that impact on the family.

Because of their ongoing connections with students and families, staff in Anglican schools play a critical role in identifying and responding to suspected child abuse, neglect or inappropriate behaviour and helping families access required support services within their local communities.

These procedures support the *Student Protection in Anglican Schools Policy* (the policy) and provide direction to staff, volunteers and visitors when actioning the policy and their roles and responsibilities. Information on abbreviations and definitions can be found in Appendix 1.

1.1 Guiding principles

All school staff, volunteers and visitors share in the responsibility to provide a safe and supportive living and learning environment for students. This responsibility is placed on them by legislation, policy requirements and the Gospel teachings of Jesus. The policy and these procedures are based on the following principles.

- Every student has inherent rights, including dignity, privacy, respect and safety, and has the right to protection from abuse, neglect or inappropriate behaviour by any person, including a staff member or volunteer.
- The value of the family unit is to be respected but not to the detriment of the best interests of the student.
- In every preventive or protective action, the safety, wellbeing and best interests of the student must be the paramount considerations.
- School staff and volunteers have a responsibility to care for students attending the school, promote their safety and wellbeing and ensure all measures are taken to protect students from harm.
- Harmful acts by a person who has authority over students are a breach of trust and constitute professional misconduct. Any staff member or volunteer who harms a student may face criminal and/or disciplinary action.
- Any form of sexual behaviour by a staff member or volunteer towards a student is always sexual abuse and a serious criminal offence. Such behaviour will always be reported to the police.
- Where there is any doubt about an allegation or suspicion of harm to a student by any person, the decision must be in favour of reporting the allegation or suspicion to the appropriate statutory authority.
- Any staff member or volunteer who is reported and/or investigated in relation to suspected student protection concerns must be treated with natural justice, dignity, sensitivity and respect. However, where, on the basis of available information, it is believed the individual may pose an unacceptable risk of harm to a student, the staff member or volunteer will not be permitted to continue to work in their position or volunteer.
- School staff and volunteers will always cooperate with Child Safety and police and will work collaboratively with other professionals and agencies to achieve the best possible outcomes for students and families.

1.2 Additional resources

Appendix 2 contains a list of additional resources which have been provided to support staff actions and decisions in relation to student protection.

1.3 Seeking assistance

Should any information contained in the policy or these procedures, or any of the recommended links, cause you distress please seek assistance from an appropriate staff member, such as a school Counsellor, Student Protection Officer (SPO) or the Principal.

1.4 Responsibilities of governing bodies

1.4.1 Education (General Provisions) Act 2006

The *EGPA* details non-state schools' responsibilities regarding the report of sexual abuse (s.366) or likely sexual abuse (s.366A). These sections include the requirements for:

- School staff members or the principal to provide a copy of written reports regarding the abuse, suspected abuse, or suspicion, to a director/s of the school's governing body.
- Where a principal has not done so, the director/s of the school's governing body must immediately provide a copy of this report to a police officer.

Diocesan Owned Schools

For Diocesan owned schools, under section 366B, the function (of receiving and giving a report to a police officer) relating to the reporting of sexual abuse (s.366) and the likely sexual abuse (s.366A) by virtue of s. 366(4) has been delegated to the Director of Professional Standards (DPS), Anglican Church Southern Queensland (ACSQ).

Separately Incorporated Schools

For separately incorporated schools or other schools using these procedures, under section 366B, the Director/s of these schools (as defined in s. 9 of the *Education (Accreditation of Non-State Schools) Act 2017*), may delegate the function (of receiving and giving a report to a police officer) relating to the reporting of sexual abuse (s.366) and the likely sexual abuse (s.366A) by virtue of s. 366(4), to an appropriately qualified individual. This individual cannot be the principal or another staff member of the school. Also, if there is more than one Director, the Directors' resolution regarding the delegation must be unanimous.

See section 7.2 of these procedures for further information.

1.4.2 Additional responsibilities

To support the actioning of the policy and these procedures, regarding reporting child protection concerns to Child Safety or managing the alleged inappropriate behavior by a volunteer or staff member (including the principal), for Diocesan owned schools, **DPS** and for separately incorporated schools or other schools using these procedures, the **Chair** of the school governing body, will:

- note information provided to them by school staff regarding student protection matters;
- as required, provide guidance and support to the school;
- as required, assist Child Safety or the police in their assessment or investigation;
- if the matter relates to inappropriate behavior, review the report from the school investigation;
- if the matter relates to inappropriate behavior of the principal notify the Queensland College of Teachers (QCT);
- store all records in compliance with records management policies and procedures.

See sections 5.3, 11.2 and 11.4 of these procedures for further information.

1.4.3 Student Protection Training

Section 23 of these procedures discuss the responsibilities of school's governing bodies regarding student protection training.

2 Student Protection Officers

In accordance with s.16(3) of the *Education (Accreditation of Non-State Schools) Regulation*, every school must have at least two appropriate staff members designated as Student Protection Officers.

Schools must ensure:

- members of the school community, including parents and students, are aware of the names and contact details for each SPO (see Appendix 5 – Student Protection Officers poster);
- SPOs clearly understand the policy and procedures and their roles and responsibilities; and
- SPOs complete all student protection training including annual training provided by the Anglican Schools Commission (ASC).

Prior to commencing in the SPO role the staff member must have:

- read the *Student Protection in Anglican Schools Policy and Procedures* and all the supporting resource sheets;
- completed the *Safeguarding our Students Online Training* module;
- if they did not participate in the following workshops, reviewed the train-the-trainer materials provided to the school for the:
  - Child Sexual Grooming workshop;
  - Through the Looking Glass workshop; and
  - Connecting the Dots Workshop; and
- completed the SPO induction workshop facilitated by the Student Protection Support Officer, Anglican Schools Commission (Student Protection Support Officer ASC).

3 Student protection concerns held by students and parents

The school will ensure that student and parents are encouraged to discuss any concerns for a student's safety or wellbeing with an SPO or the Principal. Students may also wish to discuss concerns with any trusted adult at the school.

As part of any discussion with a student or parent about student protection concerns, the staff member will ensure the student and/or parent understands:

- what action will be taken by the school in response to their concerns;
- who this information will be shared with; and
- what strategies will be implemented to ensure the immediate and ongoing safety of any student impacted by the concerns.

Where **boarding** or **homestay** services are provided by the school, boarding and homestay students must also clearly understand who they can speak with when they have concerns or feel unsafe while they are in the care of the school including during the night and on weekends and school holidays.

4 Discussing student protection concerns before taking further action

When a staff member, volunteer or visitor has concerns for a student or unborn child[1] they must immediately discuss their concerns with an SPO or the Principal.

The SPO or Principal will then:

- identify additional information known about the student or family to include in a report or referral;

[1] The provisions in relation to an unborn child refer to concerns a person may have before a child is born about the child's safety and wellbeing after birth. The provisions are intended to be preventative measures before the baby's birth.

- confer with the Student Protection Support Officer ASC, if required;
- consult the online Child Protection Guide, if required (see *SP Resource 4 – Child Protection Guide*);
- help determine the most appropriate response to the concerns;
- help complete the relevant form if required (See *SP Resource 8 – Reporting and Referral forms*); and
- ensure supports are immediately provided to the student.

When an SPO is given information about suspected student protection concerns, the SPO will, as soon as practicable, inform the Principal of the concerns.

Note: While this discussion must occur, it does not fulfil mandatory reporting of student protection concerns (see section 5).

SP Resource 11 – Information Sharing provides guidance on sharing student protection information with other individuals, including the Student Protection Support Officer ASC.

5 Reporting suspected abuse and neglect to Child Safety

5.1 When to report to Child Safety

Mandatory reporters

All mandatory reporters (**teachers** and **registered nurses**) **must, in accordance with s.13E of the *Child Protection Act 1999* (CPA)**, report to Child Safety when they reasonably and honestly suspect a child may be in need of protection because the child may have suffered, may be suffering or may be at risk of suffering significant harm as a result of **physical or sexual abuse** and may not have a parent able and willing to protect the child from harm.

In addition to this legislative requirement, all mandatory reporters (**teachers** and **registered nurses**) **must, in accordance with the policy,** report to Child Safety when they reasonably and honestly suspect a child or unborn child may be in need of protection because:

- the child may have suffered, may be suffering or may be at risk of suffering significant harm as a result of **any type of (physical, sexual or emotional/psychological) abuse or neglect** and may not have a parent able and willing to protect the child from harm; or
- the unborn child may be at risk of significant harm after birth and may not have a parent able and willing to protect the child from harm.

All staff, volunteers and visitors

All school staff, volunteers and visitors must, in accordance with the policy, immediately discuss suspected physical, sexual, emotional/psychological abuse or neglect or unborn child concerns with an SPO or the Principal.

The SPO or Principal must ensure the concerns are reported to Child Safety when they suspect the child or unborn child may be in need of protection.

5.2 What is a reasonable suspicion

When forming a 'reasonable suspicion', staff may consider the student's age and whether there are detrimental effects on the student's body or psychological/emotional state that are evident or are likely to become evident in the future. In relation to any detrimental effects, staff may consider the nature and severity of the effects and the likelihood that they will continue.

When deciding whether a student may have been harmed or may be at risk of harm you may consider:

- your observations of the student, including harm that you have witnessed, any significant changes in their behaviour, functioning or wellbeing and any unexplained or suspicious injuries;

- what the student has said to you;
- what you are told about the student by another person who knows them – for example, another student, a parent, another staff member or a volunteer;
- other knowledge you have about the student and/or their family; and
- any other relevant knowledge, training or experience that you have.

When details of possible harm to a student have come to the school's attention from a third party, information about that third party should be included in the school's report to Child Safety or the police.

5.3 Responsibilities when reporting to Child Safety

Mandatory reporters

- immediately discuss the concerns with an SPO or the Principal;
- complete the required reporting form with the SPO or Principal's assistance;
  - **for suspected physical or emotional/psychological abuse, neglect or unborn child matters, complete and submit the Child Safety *E-Report Form*;**
  - **for suspected sexual abuse or likely sexual abuse, complete the *Form 1* (see also Section 7);**
- provide a copy of the *E-Report Form* or the *Form 1* to the Principal; and
- provide any documents associated with the report to the Principal.

Note: If the suspected abuse relates to the Principal, consult the SPO prior to reporting.

Other staff, volunteers & visitors

- immediately discuss the concerns with an SPO or the Principal;
- provide information to help the SPO or Principal complete the *E-Report Form* or *Form 1*; and
- provide any records associated with the report to the SPO or Principal.

Note: If the suspected abuse relates to the Principal, consult the SPO prior to reporting.

SPO

- consult the Student Protection Support Officer ASC and/or refer to the CPG, if required;
- when concerns are identified by:
  - a mandatory reporter, help the mandatory reporter complete the *E-Report Form* or *Form 1* including relevant information known by the school;
  - another staff member, volunteer or visitor, complete the *E-Report Form* or *Form 1* including relevant information known by the school (see also Section 7);
- when more than one individual has contributed information to the report, ensure all contributors are listed as notifiers in the report[2];
- provide a copy of the *E-Report Form* or the original *Form 1* to the Principal;
- do not contact the parent/s unless advised to do so by Child Safety;
- provide any records or forms associated with the report to the Principal to be stored securely.

Note: If the suspected abuse relates to the Principal, the SPO must ensure a copy of the completed *E-Report FORM* or the *Form 1* is provided to the DPS (owned schools) or the Chair of the school's governing body, or their delegate (separately incorporated schools).

Principal

- consult the Student Protection Support Officer ASC and/or refer to the CPG, if required;
- when concerns are identified by:
  - a mandatory reporter, help the mandatory reporter complete the *E-Report FORM* or *Form 1*, including relevant information known by the school;
  - another staff member, volunteer or visitor, complete the *E-Report FORM* or *Form 1*, including all relevant information known by the school;

[2] This ensures that all contributors to the report receive the protections for notifiers under s.186 of the CPA.

- when more than one individual has contributed information to the report, ensure all contributors are listed as notifiers in the report[3];
- sign the *Form 1* and submit/email the form to Child Safety (see also Section 7);
- if required, due to the type of concerns or imminent risk of harm to the student, also contact Child Safety by telephone to inform them of the report (see *SP Resource Sheet 3D – Child Safety and police contacts*);
- do not contact the parent/s unless advised to do so by Child Safety;
- complete and forward the *Form 2* to the DPS (owned schools) or the Chair of the school's governing body, or their delegate (separately incorporated schools);
- as required, assist Child Safety with their assessment or investigation (see *SP Resource Sheet 3B – What happens when Child Safety is contacted* and *SP Resource Sheet 11 – Information Sharing*); and
- store all documents in accordance with records management policy and procedures.

DPS or Chair (see 1.4)

- note the information provided in the *E-Report Form*, *Form 1* or *Form 2*;
- as required, provide guidance and support to the school;
- when a copy of an *E-Report Form* or *Form 1* is received in relation to the Principal, as required, assist Child Safety with their assessment or investigation (see *SP Resource Sheet 3B – What happens when Child Safety is contacted* and *SP Resource Sheet 11 – Information Sharing*); and
- store all records in compliance with records management policies and procedures.

6 Action when a report to Child Safety is not required

When the SPO or Principal is informed of suspected abuse or neglect that does not meet the threshold for a report to Child Safety, the SPO or Principal should document the concerns and the school should continue to monitor and support the student.

School staff may, under s.13B of the CPA, also take other action to support families and try to prevent or minimise the likelihood of their having contact with Child Safety in the future by making a referral to:

- Family and Child Connect (FaCC) or an Intensive Family Support (IFS) service;
- another government or non-government agency; or
- a school based service including the school Counsellor or Chaplain.

Refer to Section 16 - Referring students and families for support and SP Resource Sheet 6 – Referring to support services for further information.

6.1 Responsibilities when a report to Child Safety is not required

SPO

- discuss the concerns with the staff member, volunteer or visitor;
- consult the Student Protection Support Officer ASC and/or refer to the CPG, if required;
- when the concerns do not meet the threshold for a report to Child Safety, complete the *Form 4* and provide to the Principal;
- monitor and support the student;
- refer the student and/or family with consent, when required; and
- provide any records/forms associated with the report to the Principal.

[3] This ensures that all contributors to the report receive the protections for notifiers under s.186 of the CPA.

Principal

- discuss the concerns with the SPO and staff member, volunteer or visitor;
- consult the Student Protection Support Officer ASC and/or refer to the CPG, if required;
- review and complete the *Form 4*;
- monitor and support the student;
- if required, offer information and support to the student and/or parents (see Section 16); and
- store all documents in accordance with records management policy and procedures.

7 Reporting sexual abuse or likely sexual abuse to the police

7.1 When to report to the police

In accordance with ss.366 and 366A of the *Education (General Provisions) Act 2006* and this policy, all staff, volunteers and visitors **must** immediately give a written report to the Principal when they suspect the sexual abuse or likely sexual abuse of a student by any person.

The Principal **must** then ensure the written report about the suspected sexual abuse or likely sexual abuse is immediately given to the police.

When the concerns are identified by the Principal, the Principal **must** immediately give a written report about the suspected sexual abuse or likely sexual abuse of a student by any person to the police and provide a copy of the report to the DPS (owned schools) or the Director of the school's governing body, or their delegate (separately incorporated schools).

When the concerns relate to the Principal, a written report about the suspected sexual abuse or likely sexual abuse **must** immediately be given to the DPS (owned schools) or the Director/s of the school's governing body, or their delegate (separately incorporated schools). The DPS or Directors/delegate **must** then immediately provide the written report to the police.

NOTE: Penalties apply to non-compliance with legislative reporting obligations under ss. 366 and 366A of the *Education (General Provisions) Act 2006* (EGPA).

Directors' delegation of legislative function (EGPA)

The EGPA (s.366B) states that, if a non-State school's governing body has more than one Director, all Directors may, by unanimous resolution, delegate the Director's functions to receive a report of suspected sexual abuse/likely sexual abuse and to give a copy of the report to police to an appropriately qualified individual.

This function must **not** be delegated to the Principal or any other staff member.

For **owned** and **controlled schools**, Diocesan Council has delegated this to the DPS. Separately incorporated schools must unanimously appoint an appropriately qualified delegate and document this appointment in the minutes of the school council meeting.

See section 1.4 for further information.

7.2 Responsibilities when reporting sexual abuse or likely sexual abuse to the police

All staff, volunteers & visitors

- discuss the concerns with an SPO or the Principal;
- seek the SPO or Principal's assistance with completing the *Form 1*;
- immediately provide the *Form 1* to the Principal for signing; and
- provide any records associated with the report to the SPO or Principal.

Note: When the concerns relate to the Principal, discuss the concerns with the SPO and seek their assistance with completing the *Form 1*.

SPO

- consult the Principal and/or Student Protection Support Officer ASC, if required;
- ensure the *Form 1* is completed and provided to the Principal;
- do not contact the parent/s unless advised to do so by the police;
- provide any records or forms associated with the report to the Principal.

Note: When the concerns relate to the Principal, the SPO must ensure the *Form 1* is completed and provided to the DPS (owned schools) or the Director of the school's governing body, or their delegate (separately incorporated schools).

Principal

- consult with the Student Protection Support Officer ASC, if required;
- review and sign the *Form 1*, including all relevant information known by the school;
- ensure the *Form 1* is immediately emailed to the police (Refer to *SP Resource 3D – Child Safety and police contacts*);
- when required, due to the type of concerns or imminent risk of further harm to the student, also contact the police by telephone to inform them of the report;
- do not contact the parents unless advised to do so by the police;
- when the concerns have been identified by the Principal, ensure a copy of the *Form 1* is also emailed to the DPS (owned schools) or the Director of the school's governing body, or their delegate (separately incorporated schools);
- if required, notify the Queensland College of Teachers (QCT) about concerns in relation to a teacher registered with the QCT (see Appendix 3 – Reporting to the QCT);
- when required, assist the police with their investigation;
- complete and forward the *Form 2* to the DPS (owned schools) and/or the Director of the school's governing body, or their delegate (separately incorporated schools). (NOTE: Do not provide a *Form 2* if the DPS or Director/delegate has already received a *Form 1*); and
- store all documents in accordance with records management policy and procedures.

DPS or Directors/ delegate (see 1.4)

- note the information provided in the *Form 1* or *Form 2*;
- as required, provide guidance and support to the school;
- when the *Form 1* relates to the Principal:
  - review the *Form 1* and ensure it is immediately emailed to the police (see *SP Resource 3D – Child Safety and police contacts*);
  - if required, notify the QCT of concerns that relate to a teacher registered with the QCT (see Appendix 3 – Reporting to the QCT);
  - assist police with their investigation, when required; and
- store all records in accordance with records management policies and procedures.

8 Voluntary reports to Child Safety and police

When any staff member or volunteer makes a voluntary report to Child Safety or the police they will still receive the protections under s.186 and s.197A of the CPA and ss.366 (5-6) and 366A (7-8) of the EGPA.

See section 9 for further information.

9 Protections for reporters under the law

9.1 Confidentiality of notifier details

Section 186 of the CPA provides confidentiality for all individuals who report suspected harm or risk of harm to a child or unborn child to Child Safety or the police.

The identity of the person who made the child protection report will not to be disclosed to any other person unless the person who made the report has given their consent or disclosing the reporter's information to particular individuals is permitted or required by law.

9.2 Protection from liability

Section 197A of the CPA offers protections for any person who, when acting honestly and reasonably:

- provides information to Child Safety in accordance with mandatory reporting obligations;
- reports suspected harm or risk of harm to a child or risk of harm to an unborn child; or
- confers or consults with a colleague.

In such cases, the person will:

- be protected from liability in any civil, criminal, administrative or defamation proceedings;
- not have breached any code of ethics or standards of professional conduct;
- not have contravened any other Act, oath or rule of law; and
- will not be liable to disciplinary action.

Similarly, ss.366 (5-6) and 366A (7-8) of the EGPA also state that, any person who makes a report about sexual abuse or likely sexual abuse of a student:

- is not liable, civilly, criminally or under an administrative process for giving the information contained in the report to the police;
- would have a defense of absolute privilege in a proceeding for defamation; and
- would not be contravening confidentiality requirements under another Act, an oath, rule of law or practice.

10 Actions NOT to be taken by school staff

10.1 Investigating concerns

Staff, volunteers and visitors must respond when they suspect a student may have been abused or neglected and certain staff also have mandatory reporting obligations under the EGPA and/or the CPA.

However, school staff and volunteers are **NOT** required, and **DO NOT** have the authority, to investigate suspected child abuse or neglect before making a report to statutory authorities.

Staff may seek information from a student to the extent necessary to clarify whether the matter reaches the threshold for a report to Child Safety or the police or to determine whether a referral to a support service may be the appropriate response.

Once a report has been submitted to Child Safety or the police, staff have **no authority**, under legislation or policy, to undertake any investigative activities including:

- carrying out systematic or formal inquiries into suspected child abuse or neglect;
- interviewing students, family members or other relevant persons;
- examining the facts of a report to Child Safety or the police; or
- making a determination about whether a child is in need of protection under the CPA.

Only police and Child Safety officers have the authority to investigate allegations of child abuse or neglect and to take action under the law.

10.2 Taking photographs of a student's injuries

School staff should **NOT** take photographs of student's injuries. If required, police will:

- attend the school to take photographs for use during any subsequent criminal proceedings; or
- take the student to a specialist medical practitioner to document the student injuries.

11 Reporting inappropriate behaviour

11.1 When to report inappropriate behaviour by a staff member or volunteer

All staff, volunteers and visitors **must**, as soon as practicable, discuss all suspicions of inappropriate behaviour by a staff member or volunteer towards a student with an SPO or the Principal.

Note: If the matter relates to alleged sexual abuse or likely sexual abuse also *refer to section 7 of these procedures*.

11.2 Responsibilities when reporting inappropriate behaviour by a staff member/volunteer

All staff, volunteers & visitors	• immediately discuss any concerns with an SPO or the Principal; • provide information to the SPO or Principal about the inappropriate behaviour; and • provide any records associated with the matter to the SPO or Principal. Note: Discuss alleged inappropriate behaviour by the Principal with an SPO.
SPO	• obtain as much information as possible from the staff member, volunteer or visitor about the suspected inappropriate behaviour and include this information in the *Form 3*; • provide the *Form 3* to the Principal; and • provide any records or forms associated with the matter to the Principal. Note: If the suspected inappropriate behaviour relates to the Principal, the SPO must ensure the *Form 3* is provided to the DPS (owned schools) or the Chair of the school's governing body (separately incorporated schools).
Principal	• review and finalise the *Form 3*; • immediately email a copy of the *Form 3* to the DPS (owned schools) or the Chair of the school's governing body (separately incorporated schools); • as required, consult with the Student Protection Support Officer ASC, DPS or Chair; • if the matter does not involve a report to the police, inform the parent of the matter and the actions being taken in response. If the matter does involve a report to the police, seek police guidance prior to informing parents of the matter; • ensure an investigation is completed and documented as per policy and procedures; • notify the QCT when the concerns relate to a teacher registered with the QCT (see Appendix 3 – Reporting to the QCT); • provide a report about the investigation, including proposed outcomes and actions, to the DPS (owned schools) or the Chair of the school's governing body (separately incorporated schools); • ensure all recommendations in the report are actioned within given timeframes; and • store all records in line with records management policy and procedures.
DPS or Chair (see 1.4)	• note the information provided in the *Form* 3; • as required, provide guidance and support to the school; • review the report resulting from the school's investigation; and • store all documents in a secure location.

11.3 When to report inappropriate behaviour by the Principal

All staff, volunteers and visitors **must**, as soon as practicable, discuss all suspicions of inappropriate behaviour by the Principal towards a student attending the school with an SPO.

The SPO **must** report all allegations of inappropriate behaviour by the Principal to the DPS (owned schools) or the Chair of the school's governing body (separately incorporated schools).

11.4 Responsibilities when reporting inappropriate behaviour by the Principal

All staff, volunteers & visitors

- immediately discuss any concerns with an SPO;
- provide information to the SPO about the suspected inappropriate behaviour; and
- provide any records associated with the matter to the SPO.

SPO

- complete the *Form 3*;
- immediately email the *Form 3* to the DPS (owned schools) or the Chair of the school's governing body (separately incorporated schools);
- provide any documents associated with the matter to the DPS or Chair;
- undertake tasks in relation to the matter as requested by the DPS or Chair; and
- documents all actions and decisions and store these records securely.

DPS or Chair (see 1.4)

- note the information provided in the *Form 3*;
- notify the Queensland College of Teachers (QCT) when the concerns relate to a teacher registered with the QCT (see Appendix 3 – Reporting to the QCT);
- if the matter does not involve a report to the police, inform the parent of the matter and the actions being taken in response. If the matter does involve to a report to the police, seek police guidance prior to informing parents of the matter;
- ensure an investigation is completed and documented, as per policy and procedures;
- ensure recommendations resulting from the investigation are actioned in specified timeframes; and
- ensure all records are stored securely.

11.5 Noting a staff member or volunteer's concerning behaviour

When information is received about behaviour of a staff member or volunteer which is of concern but not deemed to be inappropriate (see Section 5.5 of the policy), the SPO or Principal will make a record of the behaviours and the Principal will continue to monitor and support the staff member or volunteer.

SPO

- as required, consult with the Student Protection Support Officer ASC;
- complete the *Form 4* including all relevant information; and
- provide the *Form 4* and any other records to the Principal.

Principal

- as required, consult with the Student Protection Support Officer ASC;
- review the *Form 4* and include any other relevant information;
- if required, inform the parent of the any incident and the actions being taken in response;
- refer to the school's Performance Management policy and procedures;
- ensure any actions and decisions are documented; and
- store all records on the staff member or volunteer's school file.

12 Reporting forms and resources

All reporting forms/resources are available on the ASC ERM website at https://secure.netols.com/schools/html/. *SP Resource Sheet 8 – Reporting and referral forms* provides more detailed information about each of the reporting forms/templates and their use.

13 Responding to student sexualised behaviours and sexual relationships

Sexual behaviours vary along a continuum of increasing complexity ranging from normal and developmentally appropriate through to developmentally inappropriate or problematic when compared with same aged peers.

Detailed information about responding to student sexualised behaviours and sexual relationships, including matters that may require a report to police and/or Child Safety, are outlined in *SP Resource Sheet 9 – Responding to student sexualised behaviours and sexual relationships*.

14 Responding to other forms of harm to students

A student may suffer, or be at risk of suffering, as a result of other forms of harm that do not require a report to Child Safety or police. For example, a student may harm themselves or may be harmed by another student or by a person not associated with the school or family.

Guidance on how to respond in a supportive way to other forms of harm can be found in *SP Resource Sheet 10 – Responding to other forms of harm to a student*.

15 Responding to concerns for a student 18 years of age or older

The CPA and the reporting provisions in the EGPA only apply to students under 18 years of age. However, it is acknowledged that the safety and wellbeing of all students in Anglican schools, regardless of age, is a key priority.

When there is a suspicion of harm to a student 18 years of age or older, the staff member, volunteer or visitor must immediately inform an SPO or the Principal of the concerns.

The SPO or Principal will:

- speak with the student to obtain more information about:
  - the nature of the concerns;
  - the details of any individuals involved, including the alleged person responsible; and
  - any ongoing risks to the student's safety;
- wherever possible, take steps to address any identified safety concerns;
- when the concerns may involve the commission of a criminal offence, advise the student of their right to report the alleged offence to the police - offer to assist the student in lodging the report;
- if requested, support the student during and after any police investigation;
- immediately report the concerns to the DPS, when the alleged person responsible is or was a staff member or volunteer;
- refer the student, as required, to support services, including the school Counsellor or Chaplain;
- seek the student's consent to inform their parents of the concerns;
- document all actions and decisions; and
- store all records in accordance with records management policy and procedures.

16 Referring students and families for support

When the concerns for a student or unborn child do not meet the threshold for a report to Child Safety, the Principal can assist the student and/or family by referring them to a relevant support service within the school or local community.

Referrals can be made:

- without consent to Family and Child Connect (FaCC) or Intensive Family Support (IFS) services (Principal only); or
- with consent to any internal or external support service by speaking with the student and/or parent prior to referral (SPO, Principal and other relevant staff such as the Counsellor).

By referring students and/or families for support, the school can intervene early to help meet the student's or family's needs and divert them from involvement with Child Safety in the future.

16.1 Responsibilities when referring students and families without consent (Principal only)

Principal

- access information about referring to FaCC or IFS from the FACC website at http://familychildconnect.org.au;
- complete the *E-Referral Form* located on the FaCC website at https://qld-families-referrals.infoxchangeapps.net.au/;
- print a copy of the *E-Referral Form* before submitting; and
- file all documents associated with the referral in accordance with records management policy and procedures.

16.2 Responsibilities when referring students and families with consent

SPO

OR

Principal

- discuss the concerns with the student and/or parent;
- identify services within the local community including the school Counsellor or Chaplain, support services offered by the local parish and/or local government/non-government services;
- if required, obtain information about local services from:
  - Family and Child Connect on 13 32 64 or at http://familychildconnect.org.au/; or
  - the Queensland Family and Child Commission's OnePlace website at https://www.oneplace.org.au;
- share information with the student and/or parent about services they can access themselves or make a referral to the service/s on their behalf with written consent;
- prior to making a referral on behalf of a student or family, ensure a *Consent to Share Information/Referral Form* is completed and filed securely. If necessary, initially obtain verbal consent and, as soon as practicable after the referral, ensure the Consent Form is completed.

17 Referral forms and resources

All resources are available on the ASC ERM website at https://secure.netols.com/schools/html/. *SP Resource Sheet 8 – Reporting and referral forms* provides more detailed information about each referral form and its use.

18 Supporting individuals affected by student protection matters

Every person affected by student protection concerns will react to the situation differently. It is very important that appropriate support is offered to all those affected by student protection concerns.

18.1 Supporting students

Each student will react to trauma differently. Providing the student with stability and security will be critical to their coping. When supporting a student impacted by child abuse or neglect or inappropriate behaviour:

- provide regular routines and prepare the student for changes;
- set clear and consistent rules, boundaries and expectations when there are behavioural concerns as a result of the trauma experienced by the student;
- ensure the student knows who they can talk to when they need support including referral to the school Counsellor;
- monitor the student's relationships with peers, their participation and general behaviour;
- when there are significant changes in their behaviour or functioning, offer additional support; and
- look for opportunities for the student to build their self-esteem and resilience.

18.2 Responsibilities when supporting any individuals affected by student protection concerns

SPO OR Principal	• as required, ensure any student, staff member, volunteer or visitor involved in a student protection matter is offered and provided appropriate support and/or debriefing; • offer referral to a local counselling service, the school Counsellor or Chaplain and, for staff and volunteers only, referral to the Employee Assistance Service; • prior to making a referral on behalf of a student, staff member, volunteer or visitor, ensure a *Consent to Share Information/Referral Form* is completed and filed securely. If necessary, initially obtain verbal consent and, as soon as practicable after the referral, ensure the Consent Form is completed and filed; and • where other students have been involved in or exposed to a student protection matter, seek guidance from the school Counsellor or Student Protection Support Officer ASC about the appropriate response.

19 Information sharing and confidentiality

19.1 Confidentiality of student protection information

Section 187 of the CPA states that the Principal of a non-state school, or a person employed by the Principal, must not use, disclose or give access to any information or documents obtained while performing functions under the CPA to any person unless permitted by law, including under information sharing provisions in Part 5A of the CPA, or because the information is being shared for purposes directly related to a child's protection or wellbeing.

19.2 Information sharing permitted under the CPA

Chapter 5A of the CPA allows the sharing of relevant information between particular individuals and agencies who deliver services to children and families. These provisions remove barriers to information sharing and help services promote children's wellbeing, ensure their safety and coordinate services.

Further details about information that may be shared by school staff, in accordance with provisions in the CPA, are outlined in *SP Resource Sheet 11 – Information Sharing.*

20 Raising awareness of student protection processes and procedures

To help raise awareness of student protection processes and procedures, the school's *Child and Youth Risk Management Strategy* should include strategies for sharing student protection information with students, parents, staff, volunteers and visitors.

Parents and students will have access to relevant, age appropriate information in relation to student safety and wellbeing including the:

- *Student Protection in Anglican Schools Policy*;
- *Safeguarding Our Students - Student Protection in Anglican Schools: A Guide for Parents;* and
- *Safeguarding Our Students - Student Protection in Anglican Schools: A Guide for Students.*

21 Implementing preventative strategies

In addition to reporting concerns and referring families for support, schools can also implement preventative strategies including:

- periodically reminding students of the SPO's role and how to access them;
- revisiting components of the policy and procedures during staff meetings;
- reflecting on processes, decisions and learnings following completion of a student protection report; and
- providing abuse prevention education to students (see Appendix 4 - Abuse Prevention Education).

22 Recruitment, selection, screening and management of staff and volunteers

School recruitment, selection and screening policies, procedures and processes must:

- ensure all staff and volunteers will support and enact the school's commitment to the safety and wellbeing of students attending the school, including compliance with any relevant Code of Conduct;
- ensure all staff and volunteers are appropriate individuals who are safe to work, or have contact, with children and young people.
- comply with requirements under the *Blue Card System in Anglican Schools Policy and Procedures*;
- include the requirement for preferred applicants (employees), including teachers, and all prospective school council members (paid or volunteer) to be checked against the Anglican Church's National Professional Standards Register. This occurs through liaison with the Director of Professional Standards (DPS). Requests for checks are to be sent to the National Register Check Mailbox, managed by DPS: nationalregistercheck@anglicanchurchsq.org.au
  - For school employees, the Principal of the school must consider the outcome of this check prior to making a formal offer of employment.
  - For school council members in Diocesan owned schools this check is managed by the Anglican Schools Commission.

The school must also ensure its policies, procedures and processes for managing staff and volunteers:

- enable regular communication between staff and volunteers and their respective supervisors/line managers;
- provide clear systems and processes to ensure accountability for actions and decisions and compliance with legislative and policy obligations including:
  - child protection reporting and referrals;
  - confidentiality and privacy; and
  - provision of child protection training (s.16(4)(1) *Education (Accreditation of Non-State Schools) Regulation 2017*).

23 Student protection training

The Principal and the school's governing body must ensure that:

- the school complies with obligations under s.16(4)(1) of the *Education (Accreditation of Non-State Schools) Regulation 2017* to train staff annually on processes for reporting harm and inappropriate staff conduct; and
- all individuals associated with the school complete the appropriate level of student protection training, given their role within the school and reporting responsibilities.

Responsibilities in relation to student protection training are outlined below.

Further information about knowledge building activities is also outlined in *SP Resource Sheet 12 – Knowledge building activities*.

23.1 Student protection training responsibilities

School Council Members	• have read and understand the *Student Protection in Anglican Schools Policy and Procedures*, including the Chair or their delegate's roles and responsibilities; • have completed child protection training as provided by the ASC each year; and • ensure school staff, volunteers and visitors are being provided the required level of training or information in relation to student protection, as per legislation, the policy and/or these procedures.

Principal	• has read and understands the *Student Protection in Anglican Schools Policy and Procedures*, including the Principal's roles and responsibilities; • has completed the online student protection training upon commencement at the school; • ensures a training register is kept in relation to completion of all student protection training by staff, volunteers and visitors • ensures all records of staff, volunteer and visitor completion of training/receipt of information are retained and stored securely; and • ensures staff, volunteers and visitors complete the training requirements listed below:	

	SPOs have completed -	• the online student protection training module
		  • produced by the ASC
		  • to be completed online upon commencement at the school;
		• the brief refresher student protection training session
		  • produced by the ASC
		  • to be delivered by the school annually during the Term 1 pupil free days;
		• the SPO Induction session
		  • produced by the ASC
		  • as required, delivered by the Student Protection Support Officer ASC; and
		• all annual child protection/SPO workshops
		  • produced and facilitated by the ASC.

	All staff have completed -	• the online student protection training module
		  • produced by the ASC
		  • to be completed online upon commencement at the school;
		• the brief refresher student protection training session
		  • produced by the ASC
		  • to be delivered by the school annually during the Term 1 pupil free days; and
		• when required, other student protection PD/information sessions

	• produced by the ASC • delivered by the SPOs annually during the Terms 2/3.
Volunteers	• complete volunteer induction training including information about the school's student protection policy and procedures, their obligations/responsibilities and reporting processes; and • receive information annually about their student protection obligations / responsibilities.
Visitors	• are made aware, before commencing in their role, or having contact with the school, of the school's student protection policy and what action they should take when they have concerns for a student.

24 Records management

24.1 Why student protection records are important

The notes, records and reports made about student protection concerns are important documents containing significant information about a student and family.

School staff and volunteers may be interviewed as part of an investigation or be required to attend court if they have relevant information about a student protection matter. Notes made by staff and volunteers in relation to student protection concerns, including any actions or decisions in response to these concerns, could help staff and volunteers recall critical information during an interview or court proceeding and may be subpoenaed as part of a child protection court proceeding.

24.2 Documenting student protection matters

When recording information about student protection concerns and resulting actions or decisions, staff and volunteers are encouraged to keep in mind the following Do's and Don'ts.

Do	• be objective and only record factual information; • make notes as soon as possible – the information will be fresh in your mind; • write down exactly what you saw or heard, noting the date and time; • include notes on any changes to the student's behavior such as how the student's behaviour has changed and when the changes were noticed by staff; • wherever possible, record verbatim statements made by the student, parent or other person in quotation ("") marks; • record the name of the person recording the information and any other people mentioned in the report; and • always sign and date the record.
Don't	• express personal opinions about what has been seen or heard; • record judgements about the parent, student or any other person who may be involved; • interpret or provide explanations for what was seen or heard; and • use emotive or suggestive language.

When the school has extra information to support a report, such as a letter or drawing, a scanned copy of the document can be included in the email containing the report or a note made on the form that the school has further information to support the report which can be provided at interview or via email.

24.3 Using reporting and referral forms

When completing the reporting or referral forms, ensure you record all the relevant information known by the school and present the information in a coherent and professional way.

The information provided by the school will contribute to the agency's assessment of the concerns and will support their decision about what action to take, including whether an investigation is required or a referral will be accepted.

TIP – When completing an *E-Report* or *E-Referral Form*, record the ID token number provided on the form. You will need this token number to re-enter the form prior to submission.

IMPORTANT - under no circumstances are reporting or referral forms to be faxed. Forms should be e-mailed to the relevant agency or submitted via the link for an *E-Report* or *E-Referral Form*.

24.4 Storing student protection records

The Principal must ensure all student protection documents are stored in a secure, confidential location.

Student protection records should be archived and destroyed in accordance with the *Records Retention Schedule For Anglican Schools in the Diocese of Brisbane*.

24.5 Requests to access or have copies of student protection records

Before acting on any request or subpoena in relation to student protection records held by the school, the Principal of an owned school must consult with the Executive Director, ASC, and the Principal of a separately owned school should seek independent legal advice. See also *SP Resource Sheet 11 – Information sharing.*

Appendix 1 Abbreviations, definitions and key terms

Abbreviations

ACSQ	Anglican Church Southern Queensland
ASC	Anglican Schools Commission
Child Safety	Department of Communities, Child Safety and Disability Services
CPA	*Child Protection Act 1999*
CPG	Child Protection Guide
CPIU	Child Protection Investigation Unit
DPS	Director of Professional Standards, ACSQ
EGPA	*Education (General Provisions) Act 2006*
EGPA Reg	*Education (General Provisions) Regulation 2006*
E(ANSS)	*Education (Accreditation of Non-State Schools) Act 2017*
E(ANSS) Reg	*Education (Accreditation of Non-State Schools) Regulation 2017*
EQCTA	*Education (Queensland College of Teachers) Act 2005*
FaCC	Family and Child Connect
OSHC	Outside School Hours Care
QCT	Queensland College of Teachers
Police	Queensland Police Service
SPO	Student Protection Officer

Definitions and key terms

Chair

The Chair of the School's governing body.

Child (s.8 CPA)

An individual under 18 years of age. https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010

Child exploitation material (s.207A *Criminal Code Act 1899)*

Material that, in a way likely to cause offence to a reasonable adult, describes or depicts a person, or a representation of a person, who is, or apparently is, a child under 16 years—

- in a sexual context, including for example, engaging in a sexual activity; or
- in an offensive or demeaning context; or
- being subjected to abuse, cruelty or torture.

https://www.legislation.qld.gov.au/view/html/inforce/current/act-1899-009

Child in need of protection (s.10 CPA)

A child in need of protection is a child who has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; AND does not have a parent able and willing to protect the child from the harm.
https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010

Child Protection Guide (Qld)

An online tool, provided by Child Safety, to support professionals' decision making about whether to refer children and families for support or report their concerns to Child Safety.
http://www.communities.qld.gov.au/childsafety/partners/our-government-partners/queensland-child-protection-guide

Church body (Diocesan Governance Canon)

A church body includes the Diocesan Council, each Commission and any committee, council, board or other body however described, established under, or under an authority contained in, a Canon, including a regulation made under a Canon; or by resolution of Synod; or by the Diocesan Council; or by any Commission, Agency or parish; or pursuant to a constitution or other governing document of an Agency or of a School of the type described in paragraphs (a) – (d) of the definition of 'School'.

Church worker (Diocesan Governance Canon)

A person who is a member of a Church Body and who is not a member in their capacity as an employee of the Corporation or any controlled entity of the Corporation, including any Commission, Agency, School or parish and either does not receive any emolument in relation to their membership, other than reimbursement for expenses or payment for a service provided other than in their capacity as a member, such as consulting or professional fees or is a licensed clergyperson.

Colleague (s.13H (2) CPA)

A person working in or for the same entity as the 'relevant person' (as defined in the Act).
https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010

Director of a school's governing body (s.364 EGPA – Part 10)

Director of a non-State school's governing body means—

- if the governing body is a company under the Corporations Act–, a person appointed as a director of the governing body; or
- otherwise, a person who is, or is a member of, the executive or management entity, by whatever name called, of the governing body.

https://www.legislation.qld.gov.au/view/html/inforce/current/act-2006-039

Director of Professional Standards (DPS)

The officer appointed in the Diocese who has responsibility for the maintenance of professional standards of clergy and church workers.

Emotional abuse

Emotional abuse occurs when a child's social, emotional, cognitive or intellectual development is impaired or threatened. It can include emotional deprivation due to persistent: rejection; hostility; teasing/bullying; yelling; criticism; and exposure to domestic and family violence. Refer to *Resource Sheet 9 – Emotional and psychological abuse* for further information.

Harm (s.9 CPA)

Harm to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. Harm can be caused by physical, psychological/emotional abuse or neglect or sexual abuse or exploitation. Harm can be caused by a single act, omission or circumstance or a series or combination of acts, omissions or circumstances.
https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010

Inappropriate behaviour

Inappropriate behaviour means any behaviour, including words, towards a student which is inconsistent with the relevant Professional Standards, Code of Conduct and policies of the school and is considered to be 'inappropriate behaviour' by the person making the complaint. Refer to section 4.5 Professional and behavioural obligations in the policy.

Mandatory reporter (relevant person) (s.13E the Act)

A mandatory reporter includes a:

- doctor;
- registered nurse;
- teacher;
- police officer;
- person fulfilling a child advocate role in the Office of the Public Guardian;
- an early childhood education and care professional including any individual, who is not a volunteer or a person under 18 years of age, and who, under the *Education and Care Services Act 2013* or the *Education and Care Services National Law*, is an Approved Provider, Nominated Supervisor or Educator for an approved service.
https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010

Neglect

Neglect occurs when a child's health and development are affected because the basic necessities of life are not met including: food; adequate clothing; housing; hygienic living conditions; health care; timely provision of medical treatment; personal hygiene; and adequate supervision. See *Resource Sheet 8 – Physical abuse and neglect* for further information.

Parent (s.11 the Act)

A parent is the child's mother, father or someone else (other than the chief executive of Child Safety) having or exercising parental responsibility for the child. A person standing in the place of a parent on a temporary basis is not a parent of the child. A parent of an Aboriginal child includes a person who, under Aboriginal tradition, is regarded as a parent. A parent of a Torres Strait Islander child includes a person who, under Island custom, is regarded as a parent.
https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010

Parent able and willing

A parent may be able and willing to protect the child from harm when the parent has both the ability and the willingness to ensure the safety, wellbeing and best interests of the child. The parent's ability and willingness may be evident in their statements and direct or indirect actions. Other factors that may impact on a parent's ability and willingness to care for and

protect their child may include the parent's: alcohol or substance misuse; mental health concerns; domestic or family violence; and physical or intellectual disability.

Physical abuse

Physical abuse occurs when a child has suffered, or is at risk of suffering, non-accidental physical trauma or injury. Physical abuse can include: hitting or shaking; throwing or pushing; burning or scolding with hot water; cutting or biting; and poisoning. It is also important to remember that physical abuse does not always leave visible marks or injuries and it is not how bad the mark or injury is, but rather the act itself that causes injury or trauma to the child. Refer to *Resource Sheet 8 – Physical abuse and neglect* for further information.

Reasonably suspects (Sch. 3 Dictionary the Act)

Suspects on grounds that are reasonable in the circumstances.
https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010

Reasonable suspicion (s.13C the Act)

When forming a 'reasonable suspicion', you may consider the child's age and whether there are detrimental effects on the child's body or psychological/emotional state that are evident, or likely to become evident, in the future. In relation to any detrimental effects, you may consider the nature and severity of the effects and the likelihood that they will continue. Your considerations about whether a child may be in need of protection could be informed by your observations of the child, other knowledge you have about the child and any other relevant knowledge, training or experience that you have.
https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010

Relevant information (s.159C the Act)

Relevant information includes information about a child, the child's family, someone else, a pregnant woman or an unborn child which is given to the chief executive, Department of Child Safety, Youth and Women, an authorised officer or a service provider, as defined in s. 159D of the Act. https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010

Reportable suspicion (s.13E (2) the Act)

A reportable suspicion is a reasonable suspicion that a child has suffered, is suffering, or is at unacceptable risk of suffering significant harm caused by physical or sexual abuse AND may not have a parent able and willing to protect the child from harm. https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010

Sexual abuse

Sexual abuse is defined by Child Safety as occurring when an adult, more powerful child or adolescent uses his or her power to involve a child in sexual activity. Sexual abuse can be physical, verbal or emotional and can include:

- kissing or holding a child in a sexual manner;
- exposing a sexual body part to a child;
- having sexual relations with a child under 16 years of age;
- talking in a sexually explicit way that is not age or developmentally appropriate;
- making obscene phone calls or remarks to a child;
- fondling a child in a sexual manner;
- persistently intruding on a child's privacy;
- penetrating the child's vagina or anus by penis, finger or any other object;
- oral sex;
- rape or incest;
- showing pornographic films, magazines or photographs to a child;
- having a child pose or perform in a sexual manner;
- forcing a child to watch a sexual act; and
- child prostitution.

Refer to Resource Sheet 10 – Sexual abuse for further information.

Visitor

A visitor to a school is any person who visits the school on a one off or regular basis to provide services [paid or unpaid] to the school. This includes contractors, consultants and presenters of one-off programs.

Volunteer

A volunteer means a person involved in 'formal volunteering'. Formal volunteering is an activity which takes place in not for profit organisations or projects and is undertaken: to be of benefit to the community and the volunteer; of the volunteer's own free will and without coercion; for no financial payment; and in designated volunteer positions only

Appendix 2 Additional resources

Student Protection Resource Sheets

- Student Protection Resource Sheet 1 – Child abuse;
- Student Protection Resource Sheet 1A – Physical abuse;
- Student Protection Resource Sheet 1B – Neglect;
- Student Protection Resource Sheet 1C – Emotional/psychological abuse (incl. Domestic and Family Violence);
- Student Protection Resource Sheet D – Sexual abuse;
- Student Protection Resource Sheet 1E – Grooming;
- Student Protection Resource Sheet 1F – Online grooming;
- Student Protection Resource Sheet 2 – Definitions;
- Student Protection Resource Sheet 3 – Reporting abuse and neglect;
- Student Protection Resource Sheet 3A – Parent able and willing;
- Student Protection Resource Sheet 3B – What happens when Child Safety is contacted;
- Student Protection Resource Sheet 3C – What is the SCAN Team;
- Student Protection Resource Sheet 3D – Child Safety and police contact;
- Student Protection Resource Sheet 4 – CPG;
- Student Protection Resource Sheet 5 – Reporting inappropriate behaviour;
- Student Protection Resource Sheet 6 – Referring to support services;
- Student Protection Resource Sheet 7 – Dealing with disclosures;
- Student Protection Resource Sheet 8 – Reporting and referral forms;
- Student Protection Resource Sheet 9 – Responding to student sexualised behaviours and sexual relationships;
- Student Protection Resource Sheet 10 – Responding to other forms of harm to students;
- Student Protection Resource Sheet 11 – Information sharing;
- Student Protection Resource Sheet 12 – Knowledge building activities;

Forms

- E-Report Form (Child Safety)
- Form 1 – Report of Suspected Sexual Abuse or Likely Sexual Abuse
- Form 2 – Notification of a Report to a State Authority of Suspected Child Abuse
- Form 3 – Report of Alleged Inappropriate Behaviour by a Staff Member or Volunteer
- Form 4 – Record of Harm or Concerning Behaviour (Internal Use Only)
- QCT Notification templates
- Consent to Share Information/Referral Form
- E-Referral Form (Child Safety)
- Request for Information by a Law Enforcement Agency (under the *Education (Accreditation of Non-State Schools) Act 2001*)
- School Request for Information (under the *Child Protection Act 1999*)
- School Request for Interview Form

Appendix 3 Reporting to the Queensland College of Teachers

The *Education (Queensland College of Teachers) Act 2005* (EQCTA) (s.76) requires that, if the employing authority for a school investigates an allegation of harm caused or likely to be caused to a child because of the conduct of a teacher, the employing authority must, as soon as practicable after the investigation starts, give notice to the Queensland College of Teachers (QCT) in accordance with s.76 (3).

Section 77 requires that if the employing authority starts an investigation the employing authority must, as soon as practicable after the investigation ends for any reason, give notice to the QCT of the outcome of the investigation. The notice must include the information required in s.77 (3).

If, after a written report for sexual abuse or likely sexual abuse (ss.366 or 366A EGPA) involving a teacher has been given to a police officer, and the teacher resigns from the school, the employing authority is to inform the QCT by way of an interim notice under the requirements of s.76.

If the employing authority dismisses a teacher of the school in circumstances that, in the opinion of the school, call into question the teacher's competency to be employed as a teacher and a notice is not required in accordance with ss.76 and 77 of the EQCTA as outlined above, the school must give notice (completed in accordance with s.78 of the EQCTA) to the QCT within 14 days after the dismissal was given to the teacher.

Copies of all QCT templates are available on the ASC's ERM website.

Further information on notifications to the QCT, including an information sheet and guidelines, can be found on the QCT website at http://www.qct.edu.au/standards-and-conduct/notifications.

Appendix 4 Abuse prevention education

Effective programs

Current research suggests that effective abuse prevention education programs should have the following features:

Active participation

It is better for students to participate in active learning experiences, such as role-plays, rather than passive activities such as videos or colouring books.

Explicit training

It is best if students rehearse the specific behaviours they are expected to use in an unsafe situation, such as telling someone that they have been harmed. Lectures, handouts, and other methods where students are taught concepts rather than skills are likely to be less effective.

Group training

Students are likely to feel safer discussing challenging topics in group settings rather than on their own.

Standardised materials

Abuse prevention programs are likely to be more effective when taught by trained instructors, who present materials with standardised content.

Integrated into the school curriculum

Programs should be connected to other learning and teaching rather than 'stand-alone'.

Long rather than short programs

Abuse prevention programs are likely to be more effective if presented over a long period of time, and followed up with 'top up' sessions. 'One-off' presentations or short programs are likely to be less effective.

Parental involvement

Programs are more likely to benefit from abuse prevention training if their parents are involved in the program.

Teacher Education

Abuse prevention programs are likely to be more effective if the teachers delivering them have received training.

Child Safety Curriculum

The Department of Education and Training has developed the *Daniel Morcombe Child Safety Curriculum* to support schools and teachers in the promotion of safety for all students. The Curriculum recognises each of these features and has developed resources including a Teacher Guide to support its implementation in schools.

The Curriculum includes lessons about personal safety and awareness, cyber safety and telephone safety. The lesson content aims to develop student knowledge and skills to recognise, react and report when they are unsafe.

The teaching resources are available for non-state schools via Scootle, the National Digital Learning Resources Network managed by Education Services Australia at http://education.qld.gov.au/parents/school-life/child-safety-curriculum.html.

Reference

Sanderson, J. (2004). Child-focused sexual abuse prevention programs: How effective are they in preventing child abuse? *Crime and Misconduct Commission Research and Issues*, 5. Available from http://www.cmc.qld.gov.au/

Appendix 5 Student Protection Officers poster

The following poster can be used by schools to raise awareness of the designated Student Protection Officers at the school.

Insert School Logo

Student Protection Officers

[insert name of School/College here]

as at [insert effective date here]

[Insert name of School/College] has adopted *the Student Protection in Anglican Schools Policy and Procedures*, Anglican Church Southern Queensland. This policy and procedures outlines how [insert name of School/College] will ensure the safety and wellbeing of students attending the school by responding to all allegations of child abuse and neglect or inappropriate behaviour by a staff member or volunteer towards a student and referring students and families for support when appropriate.

When staff, students, parents, volunteers or members of the school community have concerns for a student at the school, they should discuss their concerns with the Principal or one of the Student Protection Officers listed below.

AS APPOINTED BY [INSERT Principal name)

Name	Position	Phone number

While staff and volunteers are required to follow the *Student Protection in Anglican Schools Policy and Procedures*, this does not limit the freedom of any person to discuss concerns for the safety of any child or young person directly with the Queensland Police Service or the Department of Communities, Child Safety and Disability Services.

Please note: this form must be kept up to date and retained in this folder to meet legislative requirements.

Signed:

Principal Name **Signature** **Date**